



**Anekant Education Society's**

**Tuljaram Chaturchand College, Baramati**

***(Empowered Autonomous)***

**Four Year B.A. Degree Program in History**

**(Faculty of Social Sciences)**

**CBCS Syllabus**

**T.Y.B.A. (History) Semester – VI**

**For Department of **History****

**Tuljaram Chaturchand College, Baramati**

**Choice Based Credit System Syllabus (2023 Pattern)**

**(As Per NEP 2020)**

**To be implemented from Academic Year 2025-2026**

**Title of the Programme: T.Y.B.A. (History)****Preamble**

AES's Tuljaram Chaturchand College has decided to change the syllabus of various faculties from June, 2023 by taking into consideration the guidelines and provisions given in the National Education Policy (NEP), 2020. The NEP envisions making education more holistic and effective and to lay emphasis on the integration of general (academic) education, vocational education and experiential learning. The NEP introduces holistic and multidisciplinary education that would help to develop intellectual, scientific, social, physical, emotional, ethical and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and learning based outcomes for the development of the students. The credit structure and the courses framework provided in the NEP are nationally accepted and internationally comparable.

The rapid changes in science and technology and new approaches in different areas of History and related subjects, Board of Studies in History of Tuljaram Chaturchand College, Baramati - Pune has prepared the syllabus of TYBA History Semester - VI under the Choice Based Credit System (CBCS) by following the guidelines of NEP 2020, NCERF, NHEQF, Prof. R.D. Kulkarni's Report, GR of Gov. of Maharashtra dated 20<sup>th</sup> April, 16<sup>th</sup> May 2023 and 13<sup>th</sup> March, 2024 and Circular of SPPU, Pune dated 31<sup>st</sup> May 2023.

History, as we all know, is a vital source to obtain knowledge about a nation's soul. Of late, this has been argued and established that there can't be a nation without a past. Today, more than ever before, the challenges of globalization obligate historians and researchers to go beyond the local, national, and even continental frontiers of their knowledge. However, competing and keeping pace with the ever expanding horizon of history, one has to be sensitive in understanding the issues of nations history on larger canvas, absorbing polemics and not only create a belief of continuity by exploring nation's past, which lie in abundance. This certainly will further a dialog between past and present and a new narrative may emerge. At the outset, it may well be stated that this draft document owes its origin to meet the fundamental challenges of ever changing academic scales at Global level. Thus, a high priority task in the context of future education development agenda in India is fostering quality higher education. The idea is to involve young minds in knowledge production and of greater participation of knowledge itself. Participation in knowledge, by young minds, is an important departure from the existing structure at

undergraduate level. Implementation of new structure is based on guiding principles of LOCF. To clarify the issue, it's vital to quote a prudent part of Learning Outcome based Curriculum Framework (LoCF) for under graduate education. The fundamental premise underlying the learning outcome based approach to curriculum planning and development is that higher education qualifications such as Bachelor's Degree Programme are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Empiricism suggests that mere reproduction of knowledge in a classroom has lost its relevance in the rapidly changing global requirements. A young mind at the graduate level cannot be treated like an empty vessel. Instead the object in the class room shall be encouraged to participate in the exchange of ideas leading to develop the cognitive functioning rather than still with corny. It is with this assumption, the curriculum under LoCF is designed, to reiterate, as a guiding principle only, as justice to the glorious past and vast canvas of Indian History can only be done by providing the much needed space at micro and macro levels. Historical facts are not static since new discoveries are constantly thrown up by archeology, generics, climate sciences and so on. As with all fields of knowledge, existing hypotheses need to be tested. This interaction should be the centre of discussion in a pro active classroom, which in turn can produce a researcher with an inquisitive and scientific temperament. As of late, quoting authority is seen as more important than primary material. The disdain for facts, in 5 turn, has discouraged the systematic collation of primary evidence. Quite apart from removing major distortions, it will have two important benefits. First, it will make history more about exploration and discovery than about memorizing a static narrative. Second, it will give Indians a feeling of ownership over their own history with a broader worldview. Static classrooms need to be swapped for a more interactive one for fulfilling this purpose. Spirit of the draft LOCF is focused on this issue, as it states clearly" a sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; ability to recognize cause and effect relationships, define problems, formulate hypotheses, test hypotheses, analyze interpret and draw conclusions from data, establish hypotheses, predict cause and effect relationship: ability to plan execute and report the results of an experiment or investigation". History is fragmentary by nature. It focuses on aspects or parts of an event, but not entirely. Despite the incessant efforts of a historian, it is impossible for him to capture everything about his choice of study. Availability of evidence, its reliability and consistency, available time and the objectives of the study shape his selection and utilization of sources and evidence. This may be a defining line for a historian,

but cannot be a defining line for history of a nation, specifically like ours, which needs to be presented in totality rather than in any 'centric' form. It must be an organized critical study of such past activities of human beings as had produced significant effects on subsequent course of events in each part of the nation. Indeed, the main difficulty facing the historian and the history as a whole is not eliminating unanswerable or unimportant questions but choosing the important ones. A historian's choice of study is determined by personal values, concerns of those who support his work, the nature of the age in which he lives, or by a combination of the aforesaid. Significantly, the ways in which these influences operate are complex, and the historian himself is often unaware of them. Present curriculum guideline is an endeavor in this direction, as it focuses on introducing Nation's history on wider perspective at graduate level through core papers rather than comprehending the vast regions as ephemeral notions. The problems and issues pertaining to historical knowledge is one of the core issues in designing a curriculum of history. The problems of knowledge in history are basically epistemological. To be sure, epistemology or the theory of knowledge is that branch of philosophy which concerned with the nature and scope of knowledge, its presuppositions and basis, the general reliability of claim to knowledge. A major challenge for the curriculum designing is how to deal approach. This method established the procedures and categories used by practicing historians in handling and understanding their material. This has led to a discussion of the ways in which historians divide up and classify the past, the manner in which they argue for and substantiate their interpretation, and the logical structure of the explanations they offer. Clearly, this new method of enquiry is very useful in finding and brick building 6 evidences. His will also enable historians to make credible claims to their statements about the past. Thus, understanding the past in its nature and totality is a prime prerequisite for a future researcher. In contemporary times, a shift from World History to Global History is at the centre of debate in western academic circles, I other parts de constructionist debates are still on, Oriental-Occidental clash of ideas and construction of history itself has in one way enlarged the scholarly domains, but on other hand polemics have also surfaced. In the midst of such scholarly activities future generation needs not only communicative exposure in the classroom but his/her mental facilities require a departure from semantic to self-conscious. Issue of self-conscious may have variables, one is such understanding and positioning of self in world order. In this positioning process colonial and post-colonial debates have largely focused upon dialectics of certain angle. Thus, it seems necessary to introduce resurgence of Asian civilizations at the undergraduate level as a compulsory paper to shape the mental faculty of the student for better understanding of world

order. As per changing times, the other core papers have also been remodelled with introduction of a newspaper like 'Cultural heritage of India' and 'History of Communication and Media' with a view to develop skill at undergraduate level as per spirit and design of LoCF guidelines. A serious remodelling of medieval period has been done that covers larger portions of India for a better understanding of Nation history. A historian is essentially trained to be objective in his selection, analysis and interpretation of evidence. This curriculum is an attempt to acustomize the student to larger levels of Indian, Asian and World History which can broaden the arena of young minds and also bring a mark shift in the pedagogy.

### **Programme Outcomes (POs):**

**PO1 Critical and Creative Thinking:** Graduates will demonstrate the ability to apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence. The graduates will be able to demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios, deal with problems and situations.

**PO2 Communication Skill:** Graduates will be able to demonstrate the skills that enable them to: listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, confidently share views and express herself/himself.

**PO3 Multicultural Competence:** Graduates will have acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups.

**PO4 Research Skills:** The graduates will be able to demonstrate a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, the ability to problematize, synthesize, and articulate issues and design research proposals, the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships.

**PO5 Environmental awareness:** The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate

actions for: mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

**PO6 Problem-solving Abilities:** Graduates will be adept at identifying and addressing complex societal, cultural, and artistic challenges through innovative and interdisciplinary approaches.

**PO7 Collaboration and Teamwork:** The graduates will be able to demonstrate the ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

**PO8 Value inculcation:** The graduates will be able to demonstrate the acquisition of knowledge and attitude that are required to embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.

**PO9 Digital and technological skills:** The graduates will be able to demonstrate the capability to use ICT in a variety of learning and work situations, access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data.

**PO10 Community Engagement and Service:** The graduates will be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the wellbeing of society.

### Programme Specific Outcomes (PSOs)

Students enrolled in the program complete a curriculum that exposes and trains students in a full range of essential skills and abilities. They will have the opportunity to master the following objectives.

**PSO 01.** To learn a basic narrative of historical events in a specific region of the world in a specific time frame.

**PSO 2.** To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).

**PSO 3.** The ability to use bibliographical tools for the advanced study of history.

**PSO 4.** To understand & evaluate different historical ideas, various arguments and point of view.

**PSO 5.** To develop an appreciation of themselves & of other through the study of the past in local, regional, national and global context.

**PSO 6.** It instils an appreciation of the uniqueness of visual evidence and cultivates the particular skill of using visual evidence to understand human activity of the recent and distant past.

**PSO 7.** It enables the graduates to understand skill in research in history and cultural heritage.

**PSO 8.** The program is not only based on theory but also vocational approach, which enabling them to develop employable skills.

**Anekant Education Society's**  
**Tuljaram Chaturchand College, Baramati**  
*(Autonomous)*

**Board of Studies (BOS) in History**

From 2025-26 to 20275-28

Sr.No.	Name	Designation
1.	<b>Dr. Tardalkar Sandeep Sambhaji</b>	Chairman
2.	<b>Dr. Lokhande Sunil Sukhdev</b>	Member
3.	<b>Mr. Mohite Digambar Tulsidas</b>	Member
4.	<b>Ms.Kanade Shobha Bhimappa</b>	Member
5.	<b>Mr. C. B. Harage</b>	Member
6.	<b>Dr. Gulig D. C.</b>	Vice-Chancellor Nominee
7.	<b>Dr. Tike A. S.</b>	Expert from other University
8.	<b>Dr. More V. P.</b>	Expert from other University
9.	<b>Dr. Gaikwad M. C.</b>	Industry Expert
10.	<b>Mr. Gawade V. R.</b>	Meritorious Alumni
11.	<b>Mrs. Narale V. C. (T.Y.B.A.)</b>	Student Representative
12.	<b>Mr. Patharkar P. T. (M.A. I)</b>	Student Representative



**Course Structure for F.Y.B.A. History (2023 Pattern) as per  
NEP-2020**

Sem	Course Type	Course Code	Course Name	Theory / Practical	Credits	
I	Major Mandatory	HIS-101-MJM	Early Indian Social Organization	Theory	04	
	Major Mandatory	HIS-102-MJM	Early India: From Prehistory to the Age of the Mauryas	Theory	02	
	Open Elective (OE)	HIS-116-OE	Maratha History (1630-1707)	Theory	02	
	Open Elective (OE)	HIS-117-OE	Ancient Maharashtra	Theory	02	
	Vocational Skill Course (VSC)	HIS-121-VSC	Tourism Management	Theory	02	
	Skill Enhancement Course (SEC)	HIS-126-SEC	Introduction to Food Tourism in India	Theory	02	
	Ability Enhancement Course (AEC)	ENG-131-AEC	AEC1 (English)	Theory	02	
	Value Education Course (VEC)	HIS-135-VEC	Early Indian Architecture	Theory	02	
	Indian Knowledge System (IKS)	HIS-137-IKS	Popular Indian Culture	Theory	02	
	Co-curricular Course (CC)	--	To be selected from the Basket	Theory	02	
	Total Credits Semester-I					22
II	Major Mandatory	HIS-151-MJM	Religious systems of Early India	Theory	04	
	Major Mandatory	HIS-152-MJM	Early India: Post Mauryan Age to theRashtrakutas	Theory	02	
	Minor	HIS-161-MN	Prehistory and Proto-history of India	Theory	02	
	Open Elective (OE)	HIS-166-OE	History of the Marathas 1707-1761	Theory	02	
	Open Elective (OE)	HIS-167-OE	Medieval Maharashtra	Theory	02	
	Vocational Skill Course (VSC)	HIS-171-VSC	Travel Agency and Tour Business	Theory	02	
	Skill Enhancement Course (SEC)	HIS-176-SEC	Culinary History of India	Theory	02	
	Ability Enhancement Course (AEC)	ENG-181-AEC	AEC-2 (English)	Theory	02	
	Value Education Course (VEC)	HIS-185-VEC	Ancient Indian Numismatics	Theory	02	
	Co-curricular Course (CC)	--	To be selected from the Basket	Theory	02	
	Total Credits Semester-II					22
	CumulativeCredits Semester I + Semester II					44

**Course Structure for S.Y.B.A. History (2023 Pattern) as per  
NEP-2020**

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
<b>III</b>	Major Mandatory	HIS-201-MJM	Medieval India : Sultanate Period	Theory	04
	Major Mandatory	HIS-202-MJM	History of Modern World	Theory	04
	Minor	HIS-241-MN	Introduction to Medieval India (1206-1526)	Theory	04
	Open Elective (OE)	HIS-216-OE	Ancient Indian Culture : BC 2500-600	Theory	02
	Vocational Skill Course (VSC)	HIS-221-VSC	Chh. Shivaji Maharaj and his times : upto 1665	Theory	02
	Ability Enhancement Course (AEC)	MAR-231-AEC	Bhashik Upyojan Va Lekhan Kaushalye	Theory	02
		HIN-231-AEC	Hindi Bhasha Kaushal		
		SAN-231-AEC	Prathmik Sambhashan Kaushalyam		
	Co-curricular Course (CC)	NSS/NCC/YOG/CUL/PHY-239-CC	To be selected from the basket	Theory/ Practical	02
	Community Engagement Project (CEP)	HIS-235-CEP		Theory/ Practical	02
	Generic IKS Course (IKS)	GEN-245-IKS		Theory	02
	<b>Total Credits Semester-III</b>				<b>24</b>
<b>IV</b>	Major Mandatory	HIS-251-MJM	Medieval India : Mughal Period	Theory	04
	Major Mandatory	HIS-252-MJM	Glimpses of the Modern World	Theory	04
	Minor	HIS-261-MN	Introduction to Medieval India (1526-1707)	Theory	04
	Open Elective (OE)	HIS-266-OE	Medieval Indian Art and Architecture	Theory	02
	Skill Enhancement Course (SEC)	HIS-276-SEC	Chh. Shivaji Maharaj and his times : 1666-1707	Theory	02
	Ability Enhancement Course (AEC)	MAR-281-AEC	Lekhan Nirmiti Va Parikshan Kaushalye	Theory	02
		HIN-281-AEC	Hindi Bhasha : Sampreshan Kaushal		
		SAN-281-AEC	Pragat Sambhashan Kaushalyam		
	Co-curricular Course (CC)	NSS/NCC/YOG/CUL/PHY-289-CC	To be selected from the basket	Theory/ Practical	02
	Field Project (FP)	HIS-285-FP		Theory/ Practical	02
	<b>Total Credits Semester-IV</b>				<b>22</b>
	<b>Cumulative Credits Semester III + Semester IV</b>				<b>46</b>

**Course Structure for T.Y.B.A. History (2023 Pattern) as per  
NEP-2020**

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
<b>V</b> (5.5)	Major Mandatory	HIS-301-MJM	Introduction to History	Theory	04
	Major Mandatory	HIS-302-MJM	History of Asia In the 19 <sup>th</sup> Century	Theory	04
	Major Mandatory	HIS-303-MJM	India After Independence, Part I	Theory	02
	Major Elective(MJE)	HIS-304-MJE(A)	Indian National Movement	Theory (Any One)	04
	Major Elective(MJE)	HIS-304-MJE(B)	Constitutional Developments in India 1773 to 1853		
	Minor	HIS-311-MN	Modern India, Part I	Theory	04
	Vocational Skill Course(VSC)	HIS-321-VSC	Modi Script	Theory	02
	Community Engagement Project(CEP) / Field Project	HIS-335-CEP / HIS-335-FP	Community Engagement Project / Field Project	Practical	02
	<b>Total Credits Semester-V</b>				<b>22</b>
<b>VI</b> (5.5)	Major Mandatory	HIS-351-MJM	Historiography	Theory	04
	Major Mandatory	HIS-352-MJM	History of Asia In the 20 <sup>th</sup> Century	Theory	04
	Major Mandatory	HIS-353-MJM	India After Independence, Part II	Theory	02
	Major Elective(MJE)	HIS-354-MJE(A)	Indian Freedom Struggle	Theory (Any One)	04
	Major Elective(MJE)	HIS-354-MJE(B)	Constitutional Developments in India 1858 to 1950		
	Minor	HIS-361-MN	Modern India, Part II	Theory	04
	On Job Training(OJT)	HIS-385-OJT	On Job Training	Practical	04
	<b>Total Credits Semester-VI</b>				<b>22</b>
	<b>Total Credits Semester-V + VI</b>				<b>44</b>

**T.Y.B.A. History****NEP-1.0****Course Structure for T.Y.B.A. History (2023 Pattern)****Proposed Syllabus in History for T.Y.B.A. (Credit System) from the academic Year 2025-26**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: T.Y.B.A.
Semester	: VI
Course Type	: Major Mandatory
Course Name	: Historiography
Course Code	: HIS-351-MJM
No. of Lectures	: 60
No. of Credits	: 4

**Course Objectives:****1. Explore Interdisciplinary Connections:**

Understand the interdisciplinary connections between history and other social sciences, including geography, political science, economics, and sociology, to appreciate the holistic nature of historical study.

**2. Study Schools of Historiography:**

Study different schools of historiography such as imperialist, nationalist, Marxist, subaltern, and local history, gaining insights into diverse perspectives that shape historical narratives.

**3. Examine Historians of Maharashtra:**

Examine the contributions of prominent historians of Maharashtra, including V. K. Rajwade, G. S. Sardesai, T. S. Shejwalkar, G. H. Khare, and J. Sarkar, to understand their impact on the historiography of the region.

**4. Explore Contributions of Indian Historians:**

Explore the contributions of Indian historians such as R. C. Majumdar, K. A. Nilakanth Shastri, D. D. Kosambi, and Romila Thapar, understanding their approaches, methodologies, and significant contributions to Indian historical scholarship.

**5. Understand the Role of History in Social Sciences:**

Understand the role of history in social sciences and its integration with disciplines such as geography, political science, economics, and sociology, fostering a comprehensive understanding of historical study.

**6. Critically Analyze Schools of Historiography:**

Develop critical analysis skills to assess the strengths and limitations of various schools of historiography, enabling a nuanced understanding of the diverse perspectives within historical scholarship.

**7. Appreciate Diversity in Historical Perspectives:**

Appreciate the diversity in historical perspectives by studying historians with varied approaches, recognizing the richness and complexity of historical narratives.

### Course Outcomes:

#### **CO1 Interdisciplinary Perspective:**

Develop an interdisciplinary perspective by understanding the connections between history and other social sciences, enhancing the ability to analyze historical events in a broader societal context.

#### **CO2 Knowledge of Schools of Historiography:**

Acquire knowledge of different schools of historiography, gaining a nuanced understanding of how historical narratives are shaped by diverse ideological frameworks.

#### **CO3 Familiarity with Historians of Maharashtra:**

Become familiar with the contributions of key historians of Maharashtra, appreciating their role in shaping the historiography of the region.

#### **CO4 Recognition of Indian Historians' Contributions:**

Recognize and appreciate the contributions of Indian historians to the field of historical research, understanding the evolution of historical scholarship in India.

#### **CO5 Integration of History with Social Sciences:**

Integrate the study of history with social sciences, recognizing the interconnected nature of historical events with geographical, political, economic, and sociological contexts.

#### **CO6 Critical Analysis Skills:**

Develop critical analysis skills to evaluate and compare different schools of historiography, fostering a deeper understanding of the methodological and ideological dimensions of historical interpretation.

#### **CO7 Appreciation of Diverse Perspectives:**

Appreciate the diversity of perspectives within historical scholarship, understanding that historical narratives can vary based on the approaches and ideologies adopted by historians.

## 1. HISTORY AND SOCIAL SCIENCE (15)

### 1.1 History and Geography

### 1.2 History and Political Science

### 1.3 History and Economics

### 1.4 History and Sociology

## 2. SCHOOL OF HISTORIOGRAPHY (15)

### 2.1 Imperialist

### 2.2 Nationalist

### 2.3 Marxist

### 2.4 Subaltern

## 2.5 Local History

## 3. HISTORIANS OF MAHARASHTRA (15)

3.1 V.K. Rajwade

3.2 G.S. Sardesai

3.3 T.S. Shejwalkar

3.4 G.H. Khare

3.5 J. Sarkar

## 4. INDIAN HISTORIANS (15)

4.1 R. C. Mujumdar

4.2 K. A. Nolkant Shastri

4.3 D. D. Kosambi

4.4 Romila Thapar

## BOOKS FOR STUDY

## ENGLISH

1. Avneri S., Social and Political Thought of Karl Marx, Cambridge, 1968.
2. Barnes H.E., History of Historical Writing, Dover, New York, 1963.
3. Cannadine David (Ed.), What is History Now?, Palgrave Macmillan, Basingstoke, 2002.
4. Carr E.H., What is History, Penguin Books, Harmondsworth, 1971.
5. Chitnis K.N., Research Methodology in History
6. Collingwood, R.G., The Idea Of History, Oxford University Press, New York, 1976.
7. Elton G.R., Practice of History, Blackwell, London, 2001.
8. E. Shridharan, A Textbook of Historiography 500 BC to AD 2000, Orient BlackSwan, New Delhi.
9. Grewal J.S., History and Historians of Medieval India, Guru Nanak University, Amritsar, 2000.
10. Langlois Ch, V. And Ch. Seignobos, Introduction to the study of History, Barnes and noble Inc. and Frank Cass and co., New York, 1966.
11. Mujumdar R.C., Historiography in Modern India, 1970. 12. Sarkar Sumit, Writing Social History, OUP, Delhi, 1998.
12. Sen S.P.(Ed.), Historians and Historiography in Modern India, Calcutta, 1973.

13. Shiekh Ali, History : Its Theory and Method, Macmillan Publication, Madras, 1972.
14. Tikekar S.R., On Historiography, Mumbai, 1964.
15. Wilkinson and Bhandarkar, Research Methodology in Social Sciences, Himalaya, New Delhi, 2002.

### Choice Based Credit System Syllabus (As Per 2023 Pattern)

#### Mapping of Program Outcomes with Course Outcomes

**Class:** T.Y.B.A. (Sem. VI)

**Subject:** History

**Course:** Historiography

**Course Code:** HIS 351 MJM

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	3	1	2	1	1
CO2	3	2	2	3	1	2	1	2	1	0
CO3	2	2	2	2	0	2	1	2	1	0
CO4	3	2	2	3	1	2	1	2	1	1
CO5	3	2	2	2	2	3	1	2	1	1
CO6	3	2	1	3	1	3	1	2	1	0
CO7	3	2	3	2	1	2	2	3	1	1

#### Justifications:

1. **PO1 (Critical & Creative Thinking):** Strong mapping throughout as the course requires analyzing historiographical schools, ideological perspectives, and their influence on historical narratives.
2. **PO2 (Communication Skills):** Moderately mapped since students engage in discussions, presentations, and written analysis of historiographical debates.
3. **PO3 (Multicultural Competence):** Strong to moderate mapping — understanding multiple schools of historiography promotes awareness of diverse perspectives and cultural interpretations of history.
4. **PO4 (Research Skills):** Strong mapping where students examine historians' contributions, methodologies, and ideologies using analytical and comparative approaches.

## Course Structure for T.Y.B.A. History (2023 Pattern)

### Proposed Syllabus in History for T.Y.B.A. (Credit System) from the academic Year 2025-26

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: T.Y.B.A.
Semester	: VI
Course Type	: Major Mandatory
Course Name	: History of Asia in the 20 <sup>th</sup> Century
Course Code	: HIS-352-MJM
No. of Lectures	: 60
No. of Credits	: 4

#### Course Objectives:

##### **Examine Turkestan in the Context of World War I:**

Examine the role of Turkestan during World War I, understanding its geopolitical significance and the impact of the war on the region.

##### **Analyze the Achievements of Kemal Pasha:**

Analyze the achievements of Kemal Pasha, particularly in the context of post-World War I developments and the establishment of modern Turkey.

##### **Study the History of Israel:**

Study the history of Israel, including the Zionist movement, the Balfour Declaration, the British Mandate, and significant events such as the London Round Table Conference, Peel Commission, and the rise of Israel.

##### **Explore the Arab-Israel Conflict:**

Explore the Arab-Israel conflict from 1948 to 1973, conducting a brief survey of key events and understanding the rise of Arab nationalism in the context of the conflict.

##### **Examine Saudi Arabia's History:**

Examine the history of Saudi Arabia, including the Wahhabi movement, the role of Ibn Saud, and the foreign policy of the nation.

##### **Study South East Asian Nations:**

Study the history of South East Asian nations, including Indonesia, Vietnam, and other countries, and explore India's foreign policy with special reference to South East Asia.

#### Course Outcomes:

##### **CO1 Understanding of Turkestan's Role in World War I:**

Gain an understanding of Turkestan's role during World War I, appreciating its historical significance and the consequences of the war on the region.

##### **CO2 Appreciation of Kemal Pasha's Contributions:**

Appreciate the contributions of Kemal Pasha and the transformative changes he brought about in the post-World War I era, leading to the establishment of modern Turkey.



**CO3 Knowledge of Israel's Historical Development:**

Acquire knowledge of Israel's historical development, from the Zionist movement to the Balfour Declaration, British Mandate, and the establishment of Israel, including key conferences and commissions.

**CO4 Insight into the Arab-Israel Conflict:**

Gain insight into the complexities of the Arab-Israel conflict between 1948 and 1973, understanding the key events and the emergence of Arab nationalism in response to the conflict.

**CO5 Understanding Saudi Arabia's Historical Dynamics:**

Understand the historical dynamics of Saudi Arabia, including the Wahhabi movement, the role of Ibn Saud, and the foreign policy of the nation in shaping its identity on the global stage.

**CO6 Knowledge of South East Asian Nations:**

Acquire knowledge of the histories of South East Asian nations such as Indonesia, Vietnam, and others, and understand India's foreign policy in the context of South East Asia.

**CO7 Application of Historical Knowledge to Geopolitical Context:**

Apply historical knowledge gained in the course to analyze and understand the geopolitical dynamics of Turkestan, Israel, Arab-Israel relations, Saudi Arabia, and South East Asia in the 20th century.

**1. TURKESTAN (10)****1.1 First World War and Turkestan****1.2 Achievement of Kemal Pasha****2. ISRAEL (15)****2.1 Zionist Movement****2.2 Balfour declaration****2.3 British Mandate****2.4 London Round Table Conference, Peel Commission, Rise of Israel.****3. ARAB ISRAEL CONFLICT (10)****3.1 1948 to 1973 Arab Israel Conflict a brief survey****3.2 Rise of Arab Nationalism****4. SAUDI ARABIYA (ARABIA) (15)**

**4.1 Wahhabi Movement****4.2 Roll of Ibn Saud****4.3 Foreign Policy****5. SOUTH EAST ASIA**

(10)

**5.1 Indonesia****5.2 Vietnam****5.3 Asian****5.4 Foreign Policy of India with special reference to south east Asia.****References:****ENGLISH**

1. Bass Claud, Asia in the Modern World.
2. Bernard L: Turkey Today ,The Emergence of Modern Turkey.
3. Beasley, W G : The Modern History of Japan
4. .Buchanaa P, A History of the Far East.
5. Clyde P.H. and B.F.Beers, The Far East ( 1830-1965)
6. Fisher S N : The Middle East
7. Gaikwad D.S., Civil Right Movement in America, Deep and Deep Publication, New Delhi, 1987.
8. Jain H. and K. Mathur, A History of the Modern World 1500 - 2000 AD, Jain Prakashan Mandir, Jaipur , 2014.
9. Rao BV: World History (3rd edition) from early time to AD 2000, New Dawn Press INC, VSA UK , India , 2006.
10. Main ,E : Iraq: From Mandate to Independence.
11. North M : The History of Israel 10. Yale William, Near West. 23

**MARATHI**

१. आंबेकर गो.बा. आग्नेय आशियातील घडामोडी
२. गाठाळ साहेबराव आग्नेय आशियाचा इतिहास कैलास पब्लिकेशन औरंगाबाद २०००
३. गुप्ते रा.शं. पूर्व आशियाचा आधुनिक इतिहास
४. दाणी श्रेया पश्चिम आशियाचा इतिहास
५. देव प्रभाकर आधुनिक चीनचा इतिहास
६. देवपुजारी आधुनिक आशियाचा इतिहास

## Choice Based Credit System Syllabus

(As Per 2023 Pattern)

## Mapping of Program Outcomes with Course Outcomes

Class: T.Y.B.A. (Sem. VI)

Subject: History

Course: History of Asia in the 20<sup>th</sup> Century

Course Code: HIS 352 MJM

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	2	1	2	1	1
CO2	3	2	2	2	1	2	1	2	1	1
CO3	3	2	3	2	1	2	1	2	1	1
CO4	3	2	3	3	1	3	1	2	1	2
CO5	3	2	2	2	1	2	1	2	1	2
CO6	3	2	2	2	1	2	1	2	1	2
CO7	3	2	3	3	1	3	2	2	1	2

**Justifications:**

1. **PO1 (Critical & Creative Thinking):** Strong mapping across all COs as the course requires analytical engagement with major geopolitical events, their causes, and consequences.
2. **PO2 (Communication Skills):** Moderate mapping since learners need to express and discuss complex international historical developments clearly.
3. **PO3 (Multicultural Competence):** Strong mapping as understanding the Middle East and South East Asia involves engaging with diverse cultural, religious, and political contexts.
4. **PO4 (Research Skills):** Strong mapping in CO4 and CO7 where students analyze conflicts, treaties, and policies through historical evidence and international relations frameworks.

**Course Structure for T.Y.B.A. History (2023 Pattern)****Proposed Syllabus in History for T.Y.B.A. (Credit System) from the academic Year 2025-26**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: T.Y.B.A.
Semester	: VI
Course Type	: Major Mandatory
Course Name	: India after Independence, Part II
Course Code	: HIS-353-MJM
No. of Lectures	: 30
No. of Credits	: 02

**Course Objectives:**

1. **To introduce** students to the major domestic policies in post-independence India, including legal reforms, emergency provisions, and scientific advancements.
2. **To explain** the evolution of India's economic planning through the Mixed Economy model and Five-Year Plans.
3. **To analyze** key economic measures such as industrial development, bank nationalization, and the early demonetization policy.
4. **To provide** a basic understanding of privatization, liberalization, and globalization (LPG) and their impact on India's economy.
5. **To familiarize** students with the process and implications of land reforms, including abolition of Zamindari and land redistribution movements.
6. **To develop** students' ability to critically evaluate the social, political, and economic impacts of these policies and reforms.
7. **To encourage** students to connect historical policy decisions with contemporary socio-economic developments in India.

**Course Outcomes:**

- CO1. Domestic Policy Understanding: Students will describe the nature and impact of the Hindu Code Bill, Emergency (1975–77), and India's progress in space research.
- CO2. Economic Policy Analysis: Students will explain the evolution of India's Mixed

- Economy model and assess the significance of Five-Year Plans in shaping development.
- CO3. Industrial Growth Insight: Students will analyze the role of industrial development and economic reforms in India's post-independence modernization.
- CO4. Financial Policy Comprehension: Students will evaluate the causes and impact of bank nationalization, early demonetization, and their influence on India's economy.
- CO5. LPG Reforms Awareness: Students will gain basic knowledge of privatization, liberalization, and globalization and their role in transforming India's economic landscape.
- CO6. Land Reforms Knowledge: Students will explain the objectives, implementation, and outcomes of Zamindari abolition, land ceiling, and the Bhoodan movement.
- CO7. Critical Evaluation Skills: Students will critically assess how domestic, economic, and land reform policies influenced India's political stability, economic growth, and social change.

### Topics and Learning Points

Unit I: Domestic Policy	10
a) Hindu Code Bill: Nature and Impact	
b) Emergency: Background, Nature and Impact	
c) Space Research	
Unit II: Economic Policy	12
a) Mixed Economy and Five Year Plans	
b) Industrial Development	
c) Nationalization of Banks - First Demonetization	
d) Privatization, Liberalization and Globalization: Brief Introduction	
Unit III : Land Reforms	08
a) Abolition of Zamindari and reform in clan system	
b) Maximum land tenure and land donation ( <i>Bhoodaan</i> ) movement	

### Reference Books:

#### English

1. Chandra Bipan: Mukherjee Mridula: Mukherjee Aditya; India After Independence;Penguin: India 1999
2. Lapierre Dominique and Collins Larry; Freedom at Mid night; William Collins andSimon & Schuster; UK & USA;1975
3. Guha Ramchandra; India After Gandhi: The History of the World's Largest Democracy;Harper Collins; India; 2007
4. Metcalf Barbara D., Metcalf Thomas R; [A Concise History of Modern India](#);

- [Cambridge University Press](#); 2012
5. Talbot Ian, Singh Gurharpal; [The Partition of India](#), Cambridge University Press; 2009
  6. Wolpert Stanley; [A New History of India](#), Oxford University Press; 1977
  7. Ansari Sarah Life after Partition: Migration, Community and Strife in Sindh: 1947–1962; Oxford, UK: Oxford University Press; 2005.
  8. Sarvepalli Gopal, Jawaharlal Nehru: A Biography. 1947-1956. Volume Two (1979)
  9. Chacko Priya; [Indian Foreign Policy: The Politics of Postcolonial Identity from 1947 to 2004](#); Routledge; 2013.
  10. Kulke, Hermann; A History of India; Routledge; 2004
  11. Menon Shivshankar Menon; [Choices: Inside the Making of India's Foreign Policy](#); Penguin; India; 2016
  12. G.W. Choudhury, India, Pakistan, Bangladesh, and the major powers: politics of a divided subcontinent; Cambridge University Press; India; 1975
  13. Kore, V.S. ["Liberation of Goa: Role Of The Indian Navy"](#); Bharat Rakshak; 2013.
  14. Ashton, S.R.; British Policy towards the Indian States, 1905–1938, London Studies on South Asia no. 2, London; Curzon Press; 2003
  15. [Khanna, Justice H.R.](#); Making of India's Constitution; Eastern Book Company; 2008.
  16. [Austin, Granville](#); The Indian Constitution: Cornerstone of a Nation (2nd ed.). Oxford University Press; 1999
  17. Ganguly Sumit; [‘India, Pakistan, and Bangladesh: Civil-Military Relations’](#), Oxford Research Encyclopaedia of Politics, Oxford University Press; 2020
  18. Sukumaran, R; [‘1962 India-China War and Kargil 1999: Restrictions on Air Power’](#); 2003
  19. Dube, Rajendra Prasad; [Jawaharlal Nehru: A Study in Ideology and Social Change](#); 1998
  20. Maheshwari Neerja; [Economic Policy of Jawaharlal Nehru](#). Deep & Deep; 1997
  21. Jayakar Pupul; [Indira Gandhi: A Biography](#); Penguin Books India; 1992.
  22. Chandra, Bipan; [In the name of democracy : JP movement and the emergency, Chapter 4, Emergency imposed](#); Penguin Books; New Delhi; 2003.
  23. Agrawal Narayan; [Lal Bahadur Shastri, Churn of Conscience](#). Eternal Gandhi; 2006.
  24. Nehru, S., ed.; [Economic Reforms in India: Achievements and Challenges](#); MJ Publisher; Chennai; 2019
  25. [The Violence of the green revolution : Third World agriculture, ecology,](#)

## Choice Based Credit System Syllabus

(As Per 2023 Pattern)

## Mapping of Program Outcomes with Course Outcomes

Class: T.Y.B.A. (Sem. VI)

Subject: History

Course: India after Independence, Part II

Course Code: HIS 353 MJM

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	2	1	2	1	2
CO2	3	2	2	3	1	2	1	2	1	2
CO3	3	2	2	2	1	2	1	2	1	2
CO4	3	2	2	2	1	3	1	2	1	2
CO5	3	2	2	2	1	3	1	2	1	2
CO6	3	2	2	2	2	3	1	2	1	2
CO7	3	2	2	3	2	3	2	3	1	3

## Justification

1. **PO1 (Critical & Creative Thinking):** Strong mapping across all COs as students analyze major domestic and economic reforms, their causes, and long-term impacts on India's development.
2. **PO2 (Communication Skills):** Moderate mapping as students engage in presentations, discussions, and analytical writing on complex policy issues.
3. **PO3 (Multicultural Competence):** Moderate mapping since land and economic reforms affected diverse social groups, requiring an understanding of cultural and social contexts.
4. **PO4 (Research Skills):** Strong mapping in CO2 and CO7 where students interpret data, policy documents, and historical sources to evaluate the effects of reforms.

## Course Structure for T.Y.B.A. History (2023 Pattern)

### Proposed Syllabus in History for T.Y.B.A. (Credit System) from the academic Year 2025-26

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: T.Y.B.A.
Semester	: VI
Course Type	: Major Elective (MJE)
Course Name	: Indian Freedom Struggle
<b>Course Code</b>	: HIS - 354 - MJE (A)
No. of Lectures	: 60
No. of Credits	: 04

### Course Objectives:

1. Understanding Gandhi's Role: To provide students with a comprehensive understanding of Mahatma Gandhi's philosophy and his significant role in the Indian freedom movement.
2. Analyzing Key Movements: To analyze the major movements led by Gandhi, including the Non-Cooperation, Civil Disobedience, and Quit India movements, and their impact on India's struggle for independence.
3. Exploring Communalism: To examine the rise of communalism in India, focusing on the establishment of the Muslim League, the Khilafat Movement, and the development of the Two-Nation Theory.
4. Constitutional Evolution: To trace the evolution of constitutional reforms in India, focusing on major legislative acts from the Indian Council Act of 1909 to the Indian Independence Act of 1947.
5. Understanding Subaltern Movements: To explore the various subaltern movements in India, including Dalit, Women's Liberation, Peasant, and Adivasi movements, and understand their contribution to social change.
6. Critical Analysis: To encourage critical analysis of the socio-political factors that shaped India's independence and the challenges faced during the freedom struggle.
7. Comparative Study: To foster a comparative study of different movements and reforms that influenced the trajectory of India's freedom movement and its aftermath.

### Course Outcomes:

- CO1. Gandhian Philosophy: Students will be able to articulate the core principles of Gandhian philosophy and explain its influence on India's freedom struggle.
- CO2. Movement Impact Assessment: Students will assess the impact of the Non-Cooperation, Civil Disobedience, and Quit India movements on the British colonial government and Indian society.



CO3. Understanding Communalism: Students will gain a nuanced understanding of the rise of communalism in India and its role in the partition and creation of Pakistan.

CO4. Constitutional Knowledge: Students will demonstrate knowledge of key constitutional developments from 1909 to 1947, understanding their significance in the context of Indian self-governance.

CO5. Subaltern Movements Insight: Students will be able to discuss the significance of subaltern movements in India and their contribution to the broader struggle for equality and justice.

CO6. Critical Thinking: Students will develop critical thinking skills by analyzing the various socio-political movements and their implications for contemporary India.

CO7. Comparative Historical Analysis: Students will conduct comparative analyses of the different movements and legislative acts, drawing connections between historical events and current socio-political issues in India.

### **First- Term**

Unit I – Mahatma Gandhi and Indian Freedom Movement 15

1. Gandhiji's philosophy
2. Non Co-Operation Movement.
3. Civil Disobedience Movement.
4. Quit India Movement.

Unit II – Rise of communalism 15

1. Communalism
2. Establishment of Muslim League
3. Khilafat Movement
4. Two-Nation Theory

Unit III – Constitutional Development of India 15

1. Indian Council Act, 1909.
2. Indian Council Act, 1919.
3. Government of India Act, 1935.
4. Cripps Mission, Wavell Plan, Cabinet Mission Plan, Mountbatten Plan.
5. Indian Freedom Act, 1947.

## Unit IV – Subaltern Movement

15

1. Dalit Movement
2. Women's Liberation Movement.
3. Peasant's Movement.
4. Adivasi Movement.

**Books for Study: English**

1. Bipinchanda - India's struggle for freedom
2. Bearce, George D - British attitude towards India
3. Bipinchanda - The Rise and Growth of Economic Nationalism
4. Desai A.R. - Social background of India Nationalism
5. Dodwell H.H. - Cambridge History of India Vol V,VI
6. Dutt R.C. - Economic History of India Vol 1,2
7. Gopal S. - British policy in India 1858-1905
8. Majumdar R.C. - British paramountcy and Indian Renaissance Vol IX
9. Menon V.P. - The transfer of power in India
10. Natrajan S. - A century of social Reform In India
11. Overstreet G.D. & Windmiller M. - Communism In India
12. Robert P.E. - History of British India
13. Sarkar Sumit - Bibliographical survey of social Reform movement in the 18th &19th century (ICHR 1975)
14. Stokes,Eric - The English Utilitarian's and India
15. Symond R.A. - The making of Pakistan
16. Tarachand - History of freedom movements in India
17. Shekhar Bandy Padhyay - From Plessey to partition A History of modern India
18. G.K. Das & Sushma Arya (Ed.), Literature & Resistance India 1857, Primus Books, Delhi

**Books for Study Marathi**

- 1.K. Sagar( Anuvadit) Bharatiya Swatyantra Ladha, Bipin Chandra.
2. Adhunik Bharatacha Itihas -R. M. Lohar
3. Adhunik Bharat-S.D. Javdekar
4. Katha Swatyantryachi- Kumar Ketkar
5. Congresscha Itihas-( Anuvadit) Pattabhisitaramaiyya
6. Bharatiya Swatyantra Ladha- Mamasahab Devgirikar
7. Adhunik Bharatacha Itihas- Dr. Suman Vaidya, Dr. Shanta Kothekar
8. Adhunik Bharatacha Itihas- Dr. Jaysinghrao Pawar.
- 9.Visavya Shatakati Maharashtra- Y.D. Phadake
- 10.Sattantar- Tikekar
- 11.Maharashtratil Samaj Sudharnecha Itihas, Bhide- Patil.
- 12.Bharatiya Swatantrya Chalvalicha Itihas- Dr. Anil Kathare.
13. Bharatiya Paripeshatil Striya- Borde- Khadase,
- 14.Bharatiya Stri Chavalicha Itihas- Vijaya Sakhare.
- 15.Ambedkari Chalvalicha Itihas- Dr. Anil Kathare & Itar.
16. Adhunik Bharatacha Itihas-Dr.G.B. Shah, B.N. Patil.(Prashant Publication Jalgaon)
- 17.Adhunik Bharat (1750-2009), Dr. N.S. Tamboli & V.P. Pawar, Nirali Prakshan, Pune

## Choice Based Credit System Syllabus

(As Per 2023 Pattern)

## Mapping of Program Outcomes with Course Outcomes

Class: T.Y. B.A. (Sem. VI)

Subject: History

Course: Indian Freedom Struggle

Course Code: HIS 354 MJE(A)

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	2	1	3	1	2
CO2	3	2	2	3	1	3	2	3	1	2
CO3	3	2	3	2	1	2	2	3	1	2
CO4	3	2	2	3	1	2	2	3	1	2
CO5	3	2	3	2	1	3	2	3	1	2
CO6	3	2	2	3	1	3	2	3	1	3
CO7	3	2	2	3	1	3	2	3	1	3

**Justifications:**

PO1 (Critical & Creative Thinking): Strong mapping throughout — analyzing Gandhian philosophy, constitutional reforms, and freedom movements inherently develops analytical and interpretive skills.

PO2 (Communication Skills): Moderate mapping as students articulate and present movement impacts, constitutional developments, and philosophical principles.

PO3 (Multicultural Competence): Strong mapping in CO3 and CO5 due to the study of communalism, subaltern movements, and pluralistic aspects of the freedom struggle.

PO4 (Research Skills): Strong mapping in CO2, CO4, CO6, and CO7 where students engage with primary and secondary sources, evaluating socio-political developments critically.

**Course Structure for T.Y.B.A. History (2023 Pattern)****Proposed Syllabus in History for T.Y.B.A. (Credit System) from the academic Year 2025-26**

Course Type	: Major Elective (MJE)
Course Name	: Constitutional Developments in India (1858 to 1950)
Course Code	: HIS - 354 - MJE (B)
No. of Lectures	: 60
No. of Credits	: 04

**Course Objectives:**

1. To introduce students to the evolution of constitutional development in India from 1858 to 1947.
2. To explain the background, provisions, and significance of key constitutional Acts such as the Government of India Acts and Indian Councils Acts.
3. To analyze the political and administrative changes introduced by these Acts and their impact on colonial governance.
4. To familiarize students with the rising Indian political consciousness reflected in the Morley-Minto, Montagu-Chelmsford, and 1935 Acts.
5. To enable students to understand the transition from colonial rule to independence through the study of Cripps Mission, Cabinet Mission, and Mountbatten Plan.
6. To develop critical thinking skills for evaluating constitutional provisions and their implications for Indian self-governance.
7. To encourage students to connect constitutional developments during colonial rule with the framing of the Indian Constitution in 1947.

**Course Outcomes:****CO1 – Foundational Constitutional Awareness:**

Students will explain the background, provisions, and significance of the **Government of India Act 1858**, Queen's Proclamation, and **Indian Councils Acts** of 1861 and 1891.

**CO2 – Legislative Evolution Insight:**

Students will analyze the **Morley-Minto Reforms of 1909** and **Montagu-Chelmsford Reforms of 1919**, understanding their impact on legislative councils and political participation.

**CO3 – Administrative Transition Understanding:**

Students will examine the **Government of India Act 1935**, its salient features, and its role in granting provincial autonomy.

**CO4 – Political Context Analysis:**

Students will describe the background events such as the **Simon Commission**, **Nehru Report**, and **Round Table Conferences** that shaped constitutional reforms.

**CO5 – Road to Independence Comprehension:**

Students will evaluate the significance of the **Cripps Mission**, **Wavell Plan**, **Cabinet Mission Plan**, and **Mountbatten Plan** in India's transition to independence.

**CO6 – Constitutional Development Evaluation:**

Students will critically assess how these Acts reflected both colonial interests and the growing demands of the Indian nationalist movement.

**CO7 – Indian Constitution Linkage:**

Students will demonstrate understanding of how these historical constitutional developments influenced the **salient features of the Indian Constitution** after 1947.

### Topics and Learning Points

Unit-I: Constitutional Development 1858-1891	15
<ul style="list-style-type: none"> <li>a) Government of India Act 1858 and Queen's Proclamation – Background, Provisions, Significance.</li> <li>b) Indian Councils Act of 1861- Causes, Provisions, Evaluation.</li> <li>c) Indian Councils Act 1891 – Causes, Provisions, Evaluation.</li> </ul>	
Unit II: Indian Councils Acts	15
<ul style="list-style-type: none"> <li>a) Morley-Minto Reforms Act 1909 -Background, Provisions, Significance, Effects</li> <li>b) Montagu-Chelmsford Reforms Act 1919- Background, Provisions, Significance, Effect.</li> </ul>	
Unit-III: The Government of India Act 1935	15
<ul style="list-style-type: none"> <li>a) Background - Simon Commission, Nehru Report, Round table Conferences</li> <li>b) The Salient Features of Government of India Act 1935</li> <li>c) Provincial Autonomy</li> </ul>	
Unit-IV: Towards Independence	15
<ul style="list-style-type: none"> <li>a) Cripps Mission</li> </ul>	

- b) Wavell Plan, Cabinet Mission Plan
- c) Mountbatten Plan and Indian Independence Act 1947
- d) Indian Constitution - Salient Features

#### Reference Books:

#### English

1. Keith A.B.; A constitutional history of India (1600-1935), Pacific Publication o AndesitePress, India
2. Sethi R.R. and Mahajan V.D.; Constitutional history of India, S. Chand Publication, NewDelhi
3. Chhabra G.S.; Advanced study in the constitutional history of India (1773-1947), NewAcademic Publishing Company, Jullundur, India
4. Sikri S.L.; A Constitutional history of India, S. Nagin and Company, Jullundur, India
5. Jayapalan N.; Constitutional History of India, Atlantic publication, India
6. Mishra V.B.; Evolution of the Constitutional history of India (1773-1947), South Asiabooks, India
7. Khan M.M.; Constitutional history of India, Wisdom Press, Darya Ganj, New Delhi
8. Pylee Dr. M.V.; Constitutional history of India, S. Chand Publication, Darya Ganj, NewDelhi
9. Aggarwala R.N.(Dr.); National Movement and constitutional Development of India, Metropolitan Book Co. (P) Ltd. Delhi

**(As Per 2023 Pattern)**

#### Mapping of Program Outcomes with Course Outcomes

**Class:** T.Y.B.A. (Sem. VI)

**Subject:** History

**Course:** Constitutional Developments in India (1858 to 1950)

**Course Code:** HIS - 354 - MJE (B)

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3		1	1		2	1	2		2
CO2	3	2	1	1	1	2		2	1	1
CO3	3	3	1	2	1	2	2		1	2
CO4		2	1		1		1	2	1	

CO5	3	2		2	1	2	1	2	1	2
CO6	3	2	1	2		3		2		2
CO7	3	3	2	3	1		2	3	1	3

### Justification

Critical and Creative Thinking (PO1): All COs demand analytical engagement with colonial laws and governance, strongly aligning with PO1.

Communication and Research Skills (PO2, PO4, PO9): Students develop the ability to articulate complex historical frameworks and support their interpretations using historical sources, fulfilling POs 2, 4, and 9.

Problem-Solving & Historical Interpretation (PO6): Evaluating colonial policy consequences and legal developments enhances interdisciplinary thinking and decision-making (PO6).

Value and Civic Awareness (PO8, PO10): By understanding administrative and legal evolution, students appreciate the foundations of modern Indian governance and engage with society and policy issues (PO8, PO10).



## Course Structure for T.Y.B.A. History (2023 Pattern)

### Proposed Syllabus in History for T.Y.B.A. (Credit System) from the academic Year 2025-26

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: T.Y.B.A.
Semester	: VI
Course Type	: Minor
Course Name	: Modern India, Part II
Course Code	: HIS-361-MN
No. of Lectures	: 60
No. of Credits	: 04

#### Course Objectives:

1. Understanding Gandhi's Role: To provide students with a comprehensive understanding of Mahatma Gandhi's philosophy and his significant role in the Indian freedom movement.
2. Analyzing Key Movements: To analyze the major movements led by Gandhi, including the Non-Cooperation, Civil Disobedience, and Quit India movements, and their impact on India's struggle for independence.
3. Exploring Communalism: To examine the rise of communalism in India, focusing on the establishment of the Muslim League, the Khilafat Movement, and the development of the Two-Nation Theory.
4. Constitutional Evolution: To trace the evolution of constitutional reforms in India, focusing on major legislative acts from the Indian Council Act of 1909 to the Indian Independence Act of 1947.
5. Understanding Subaltern Movements: To explore the various subaltern movements in India, including Dalit, Women's Liberation, Peasant, and Adivasi movements, and understand their contribution to social change.
6. Critical Analysis: To encourage critical analysis of the socio-political factors that shaped India's independence and the challenges faced during the freedom struggle.
7. Comparative Study: To foster a comparative study of different movements and reforms that influenced the trajectory of India's freedom movement and its aftermath.

#### Course Outcomes:

- CO1. Gandhian Philosophy: Students will be able to articulate the core principles of Gandhian philosophy and explain its influence on India's freedom struggle.
- CO2. Movement Impact Assessment: Students will assess the impact of the Non-Cooperation, Civil Disobedience, and Quit India movements on the British colonial government and Indian society.
- CO3. Understanding Communalism: Students will gain a nuanced understanding of the rise of communalism in India and its role in the partition and creation of Pakistan.
- CO4. Constitutional Knowledge: Students will demonstrate knowledge of key constitutional

developments from 1909 to 1947, understanding their significance in the context of Indian self-governance.

CO5. Subaltern Movements Insight: Students will be able to discuss the significance of subaltern movements in India and their contribution to the broader struggle for equality and justice.

CO6. Critical Thinking: Students will develop critical thinking skills by analyzing the various socio-political movements and their implications for contemporary India.

CO7. Comparative Historical Analysis: Students will conduct comparative analyses of the different movements and legislative acts, drawing connections between historical events and current socio-political issues in India.

### **First- Term**

#### **Unit I – Mahatma Gandhi and Indian Freedom Movement 15**

5. Gandhiji's philosophy
6. Non Co-Operation Movement.
7. Civil Disobedience Movement.
8. Quit India Movement.

#### **Unit II – Rise of communalism 15**

1. Communalism
2. Establishment of Muslim League
3. Khilafat Movement
4. Two-Nation Theory

#### **Unit III – Constitutional Development of India 15**

1. Indian Council Act, 1909.
2. Indian Council Act, 1919.
3. Government of India Act, 1935.
4. Cripps Mission, Wavell Plan, Cabinet Mission Plan, Mountbatten Plan.
5. Indian Freedom Act, 1947.

#### **Unit IV – Subaltern Movement 15**

1. Dalit Movement
2. Women's Liberation Movement.
3. Peasant's Movement.
4. Adivasi Movement.

**Books for Study:****English**

1. Bipinchanda - India's struggle for freedom
2. Bearce, George D - British attitude towards India
3. Bipinchanda - The Rise and Growth of Economic Nationalism
4. Desai A.R. - Social background of India Nationalism
5. Dodwell H.H. - Cambridge History of India Vol V,VI
6. Dutt R.C. - Economic History of India Vol 1,2
7. Gopal S. - British policy in India 1858-1905
8. Majumdar R.C. - British paramountcy and Indian Renaissance Vol IX
9. Menon V.P. - The transfer of power in India
10. Natrajan S. - A century of social Reform In India
11. Overstreet G.D. & Windmiller M. - Communism In India
12. Robert P.E. - History of British India
13. Sarkar Sumit - Bibliographical survey of social Reform movement in the 18th &19th century (ICHR 1975)
14. Stokes,Eric - The English Utilitarian's and India
15. Symond R.A. - The making of Pakistan
16. Tarachand - History of freedom movements in India
17. Shekhar Bandyo Padhyay - From Plessey to partition A History of modern India
18. G.K. Das & Sushma Arya (Ed.), Literature & Resistance India 1857, Primus Books, Delhi

**Books for Study Marathi**

1. K. Sagar( Anuvadit) Bharatiya Swatyantra Ladha, Bipin Chandra.
2. Adhunik Bharatacha Itihas -R. M. Lohar
3. Adhunik Bharat-S.D. Javdekar
4. Katha Swatyantryachi- Kumar Ketkar
5. Congresscha Itihas-( Anuvadit) Pattabhisitaramaiyya

6. Bharatiya Swatyantra Ladha- Mamasahab Devgirikar
7. Adhunik Bharatacha Itihas- Dr. Suman Vaidya, Dr. Shanta Kothekar
8. Adhunik Bharatacha Itihas- Dr. Jaysinghrao Pawar.
9. Visavya Shatakati Maharashtra- Y.D. Phadake
10. Sattantar- Tikekar
11. Maharashtraatil Samaj Sudharnecha Itihas, Bhide- Patil.
12. Bharatiya Swatantrya Chalvalicha Itihas- Dr. Anil Kathare.
13. Bharatiya Paripeshatil Striya- Borde- Khadase,
14. Bharatiya Stri Chavalicha Itihas- Vijaya Sakhare.
15. Ambedkari Chalvalicha Itihas- Dr. Anil Kathare & Itar.
16. Adhunik Bharatacha Itihas- Dr. G.B. Shah, B.N. Patil. (Prashant Publication Jalgaon)
17. Adhunik Bharat (1750-2009), Dr. N.S. Tamboli & V.P. Pawar, Nirali Prakashan, Pune

### Choice Based Credit System Syllabus

(As Per 2023 Pattern)

#### Mapping of Program Outcomes with Course Outcomes

**Class:** T.Y. B.A. (Sem. VI)

**Subject:** History

**Course:** Modern India Part II

**Course Code:** HIS 361 MN

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	2	1	3	1	2
CO2	3	2	2	3	1	3	2	3	1	2
CO3	3	2	3	2	1	2	2	3	1	2
CO4	3	2	2	3	1	2	2	3	1	2
CO5	3	2	3	2	1	3	2	3	1	2
CO6	3	2	2	3	1	3	2	3	1	3
CO7	3	2	2	3	1	3	2	3	1	3

**Justifications:**

PO1 (Critical & Creative Thinking): Strong across all COs as students analyze Gandhian principles, movements, communalism, constitutional reforms, and subaltern struggles, fostering analytical depth and interpretation.

PO2 (Communication Skills): Moderate because students articulate movement impacts, Gandhian thought, and legislative changes effectively through discussions, presentations, and writing.

PO3 (Multicultural Competence): Strong particularly in CO3 and CO5 due to engagement with communalism, subaltern groups, and pluralism during the freedom struggle.

PO4 (Research Skills): Strong in CO2, CO4, CO6, and CO7 where students examine primary sources, analyze historical narratives, and build research-oriented perspectives.

**Course Structure for T.Y.B.A. History (2023 Pattern)****Proposed Syllabus in History for T.Y.B.A. (Credit System) from the academic Year 2025-26**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: T.Y.B.A.
Semester	: VI
Course Type	: On Job Training (OJT)
Course Name	: Practical
<b>Course Code</b>	: HIS-385-OJT
No. of Lectures	: --
No. of Credits	: 04

The department will follow the SOPs and Guidelines prepared by the college in this regard.